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ABSTRACT

Self-expression is a key component that adolescents at a certain stage of development (eighth grade) need to be aware of and understand. Students are undergoing dramatic change during this time of their lives--they are moving from Erikson's Industry versus Inferiority stage to Identity versus Role Confusion stage. Poetry is a literary genre in which adolescents can learn to express themselves and find their identity. This curriculum unit introduces poetry and increases student interest in poetry, especially poetry of the Harlem Renaissance, with Nikki Grimes's "Bronx Masquerade" as a perfect bridge to the study of Harlem Renaissance poetry. The unit is designed for eighth-grade English at Scotland School for Veterans' Children where the student body is predominantly African American and considered at risk. It follows the rule that using culturally relevant literature is the key to motivating and engaging students. The unit incorporates art, music, history, geography, and even mathematics, as well as the Internet. It also incorporates Howard Gardner's Multiple Intelligences. Poems included in this curriculum include: "Seal" (William Jay Smith); "Harlem" (Langston Hughes); "The Negro Speaks of Rivers (To W.E.B. DuBois)" (Langston Hughes); "If We Must Die" (Claude McKay); and "Hurricane" (Bob Dylan with Jacques Levy). The unit is divided into the following parts: Rationale; Curriculum Web; Multiple Intelligences Web; Objectives; Lesson 1; Lesson 2; Lesson 3; Lesson 4; Lesson 5; Lesson 6; Lesson 7; Lesson 8; Lesson 9; Enrichment/Sponge Activities; Inclusion Modifications; Description of Learning Experience; and a 33-item bibliography, as well as a 7-item webography and a 7-item discography. (NKA)

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Discovering Self-Expression through Study of Harlem Renaissance Poetry

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Raymond Mowery

Spring 2002

English Methods

Dr. McFarland

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CS 511 204

Table of Contents

Rationale.....1
Curriculum Web.....2
Multiple Intelligences Web.....3
Objectives.....4
Lesson 1.....6
Lesson 2.....17
Lesson 3.....41
Lesson 4.....60
Lesson 5.....63
Lesson 6.....72
Lesson 7.....78
Lesson 8.....86
Lesson 9.....89
Enrichment/Sponge Activities.....90
Inclusion Modifications.....107
Description of Learning Experience.....108
Appendix.....109
Bibliography.....116

Rationale

This unit is designed for 8th grade ELA at Scotland School for Veterans' Children. The student body consists of a predominantly African-American population, all of which are considered at-risk. Class size is approximately 25 students. Periods are 80-minute blocks.

Self-expression is a key component that adolescents at this stage of development need to be aware of and understand. Students are undergoing dramatic change during this time of their lives. They are moving from Erikson's Industry vs. Inferiority stage to Identity vs. Role Confusion stage. Poetry is a wonderful and exciting genre in which adolescents can learn to express themselves and find their identity.

I will introduce poetry and increase student interest in poetry, especially poetry of the Harlem Renaissance, with Nikki Grimes' *Bronx Masquerade* (2002), which is a perfect bridge to the study of Harlem Renaissance poetry. *Bronx Masquerade* is about a New York City senior English class' discovery of self-expression through Harlem Renaissance poetry. SSVC students will likely identify with and relate to the characters in *Bronx Masquerade* and the Harlem Renaissance poets because of common ethnicity. Using culturally relevant literature is the key to motivating and engaging students.

My unit will incorporate art, music, history, geography, and even mathematics, as well as the Internet. I will incorporate many of Howard Gardner's Multiple Intelligences: linguistic, spatial, body-kinesthetic, intrapersonal, and interpersonal. Many lessons in this unit will be inductive and many will include cooperative learning.

Objectives:

- Pennsylvania State Standard 1.3.8A-F: TSWBAT read, analyze, and interpret poetry.
- Pennsylvania State Standard 1.4.8B: TSWBAT write informational pieces.
- Pennsylvania State Standard 1.2.8C and 1.4.8A: TSWBAT write poetry.
- Pennsylvania State Standard 1.6.8: TSWBAT speak and listen to poetry.
- Pennsylvania State Standard 1.1.8F: TSWBAT apply vocabulary.
- Pennsylvania State Standard 1.8.8A-C: TSWBAT conduct research.

Lessons

Poetry Unit Introduction

Objectives:

- TSWBAT tap into their prior knowledge about poetry.
- TSWBAT create goals for this unit.
- TSWBAT listen, summarize, and reflect on the teacher's reading of a novel.

Materials:

Overhead Projector, Calvin and Hobbs Cartoon Overhead, Anticipation Guide, *Bronx Masquerade*, Two-Sided Notebook Handout, Chalk/Board, Student Journals, Pencils/Pens, Dictionary, Popsicle Sticks with Students' Names, Poetry Portfolio Project Handout

Focus:

- Teacher draws Popsicle stick to name student Word Wizard of the Day (that student gets a dictionary and is responsible for looking up any words that the class does not know during the course of class discussions.
- Teacher puts Calvin and Hobbs poetry cartoon on overhead as students enter the room.
- Teacher asks students what they think the next unit will be on.

Procedures:

- Students complete Poetry Unit Anticipation Guide.
- Teacher leads class in a review of the students' answers and leads class in a discussion of class goals for poetry unit.
- Teacher collects anticipation guides to compare with the same anticipation guide to be completed after the unit.
- Teacher leads class in prereading brainstorm exercise for *Bronx Masquerade*: students brainstorm on "Bronx" and "Masquerade."
- Student volunteer writes ideas on board.
- Word Wizard looks up and reads dictionary entries of "Bronx" and "masquerade."
- Students put "masquerade" into the vocab section of their student journals.
- Teacher reads book's summary from book jacket as prereading strategy.
- Teacher distributes Two-Sided Notebook handout and explains its purpose is to keep track of the book's characters.
- Teacher instructs students to jot down any unfamiliar words during the course of the story; at the end of each chapter class discusses any unfamiliar words with the direction of the Word Wizard.
- Teacher reads beginning of *Bronx Masquerade*.
- At end of first chapter, teacher models first entry in Two-Sided Notebook with first character.
- At end of first chapter, teacher models unfamiliar vocab discussion. Students must include word, definition, and an example of the word used in the context of the text.

Enrichment/Sponge Activity:

- Continue reading *Bronx Masquerade*.
- Start Poetry Portfolio Project.

Closure:

- Teacher instructs class to complete a journal entry: Choose one of the following:
  - Describe the ways you identify or relate to any of the characters in the book.
  - If you do not think you identify or relate to any characters in the book, write any questions you have about the book or poetry.
- Teacher distributes Poetry Portfolio Project guidelines and explains project.
- Teacher reminds class to read to page 57 in *BM*.

Evaluation:

- Teacher marks anecdotal records during class discussions.
- Teacher collects and checks anticipation guides for completeness.
- Teacher grades journal entries using the rubric.

Troubleshooting:

- Any time teacher does not get a student volunteer, teacher uses named Popsicle sticks to determine volunteer.

Name: Date:

Poetry Unit Anticipation Guide

Directions: Answer the following questions by marking "Agree" or "Disagree."

BEFORE			AFTER	
Agree	Disagree		Agree	Disagree
_____	_____	1. I enjoy reading poetry.	_____	_____
_____	_____	2. I enjoy writing poetry.	_____	_____
_____	_____	3. I enjoy analyzing poetry.	_____	_____
_____	_____	4. I am a poet.	_____	_____
_____	_____	5. The following is a poem:	_____	_____

I was just a little girl
Skinny legs, a press and curl
My mother always thought I'd be a star

But before the record deals
Streets that nurtured Lauryn Hill
Made sure that I'd never go too far

Every ghetto, every city
And suburban place I been
Make me recall my days in New Jerusalem

_____	_____	6. The following is a poem:	_____	_____

Good dads shouldn't tell lies.

_____	_____	7. The following is a poem:	_____	_____

so much depends
upon

a red wheel
barrow

glazed with rain
water

beside the white
chickens.

Name: Date:

Directions: Answer the following questions by creating lists.

9. List any poets that you have heard of.
BEFORE AFTER

10. List any poets that you have read.
BEFORE AFTER

11. Draw the shape of a human head. Draw a line down the middle of the head. Inside the head on the left side, write "Before." On the right side write "After." Under "Before," list your thoughts and feelings on poetry as of right now. You will finish "After" when we complete the unit.

Bronx Masquerade Reading Schedule

Lesson 1: Teacher reads in class to ?

Lesson 2: Due for class to page 57.

Lesson 3: Due for class to page 81.

Lesson 4: Due for class to page 107.

Lesson 5: Due for class to page 132.

Lesson 6: Due for class to page 151.

Lesson 7: Due for class to end page 167.

Poetry Portfolio Project

1. Students must select 10 previously published poems.
    - For 2 poems, students must write in paragraph form what the poem means to them.
    - For 1 poem, students gloss the poem and explain how you interpreted the poem.
    - For 1 poem, students must write a poem in any form from the research on any item of interest in the poem.
    - For 1 poem, students must highlight all of the figurative language and label the figurative language appropriately.
    - For 1 poem, students must complete a Venn Diagram comparing and contrasting the poem to a poem from *Bronx Masquerade*.
    - For 1 poem, students must complete one of the following author projects:
        - Interview Script
        - Brochure
        - Letter of Recommendation
        - Personal Ad, Answering Machine Recording, and Bumper Sticker
        - Other activity approved by teacher
    - For 1 poem, students must give another interpretation of the poem by one of the following:
        - Diorama
        - Collage
        - Painting
        - Drawing
        - Set poem to music
        - Other activity approved by teacher
    - For 1 poem, students must complete one of the following image exercises:
        - A-Z Association List. Students must write a word starting with each letter of the alphabet that they associate with the poem.
        - Image Map
    - Only 1 poem may be song lyrics.

2. Students must write 5 original poems in different forms.
    - For 1 poem, students must explain in paragraph form why they chose to use the form they did.
    - For 1 poem, students must write a poem (in any form) about one of the authors they chose for the first section.
    - One poem must contain figurative language; for that poem, students must highlight figurative language and label it appropriately.
    - For 1 poem, students must recite the poem on Open Mike Poetry Day.

3. Students must include author, title of poem, and form of the poem for each poem submitted.

4. Students must submit at least 1 poem for publication.

Poetry Portfolio Project Rubric

Category (Each worth **20** pts.)	Outstanding	Satisfactory	In-Progress
Content *Contains ALL Required Elements			
Accuracy *Contains Complete and Accurate Information			
Organization *Readable and Easy to Follow			
Mechanics *Correct spelling, grammar, and Punctuation			
Risk-Taking *Uses Challenging Modes, Forms, etc.			

Journal Entry Rubric

	3	2	1	0
Completeness – 10 lines				
Content – appropriately addresses topic				
Mechanics – correct grammar, punctuation, and spelling				
Organization – topic sentence, body, clincher sentence				
Risk Taking – willing to try new modes, topics, forms, techniques				

Learning Station Lesson

Objectives:

- TSWBAT work in cooperative groups.
- TSWBAT read, analyze, and interpret various modes of information and works of the Harlem Renaissance.

Materials:

Learning Station Directions, Individual Learning Station Directions (6), Overhead, Computer with Internet Access, TV, VCR, Harlem Renaissance Video, Harlem Renaissance Art Books, CD Player, Harlem Renaissance CDs, Harlem Renaissance Poetry Books, *USA Today*, *Wall Street Journal*, Chalk/Board, Pencils/Pens, Playing Cards, Learning Stations Worksheet

Focus:

- Teacher randomly gives each student a playing card as the student enters the room and tells students to hold on to their cards.
- As a class, students brainstorm any ideas they have about "Harlem" and "Renaissance."
- Teacher writes students' ideas on board.

Procedures:

- Teacher explains Learning Stations Activity.
- Teacher explains directions on how to divide into groups using the number on the playing card.
- Teacher explains that the rolls are assigned according to the suit of the playing cards and how the rolls rotate at each station.
- Teacher allows students to move to the appropriate Learning Station and starts timer for 10 minutes.
- Teacher circulates the room, answers any questions, monitors to make sure groups are on-task, and records anecdotal notes if necessary.
- Teacher gives warning when there are two minutes left in the station.
- After last station is completed, teacher asks groups to reconvene as a class for a group discussion and review.

Enrichment/Sponge Activities:

- Likely will not be needed because of time limitations. However, if time remains, teacher will conduct a "Battle of the Bands" using Harlem Renaissance CDs.

Closure:

- Group Share: teacher asks each group to answer one of the stations' questions
- Teacher takes unofficial poll to see what musician, artist, and poet are the class favorites.
- Teacher reminds class to read to page 81 in *BM*.

Evaluation:

- Teacher makes anecdotal records during learning station work.
- Teacher makes anecdotal records during group discussion.

Troubleshooting:

- Timing is everything for this lesson; clear, concise directions are crucial. Teacher will put directions on board to help students.

Learning Station Instructions

Each student has a playing card numbered A-6 of a particular suit (Hearts, Diamonds, Spades, and Clubs). Jokers (Wildcards) are distributed, as needed, if the class size is more than 24 students. Each student will go to the Learning Station with the corresponding number on his/her playing card. Aces equal ones. Each group member is assigned a roll according to the suit on the playing card:

Hearts = Leader
Diamonds = Recorder
Clubs = Summarizer
Spades = Spokesperson
Joker = Timekeeper

Before joining your group at the first station, the group leader, the one with hearts, will get the Learning Station Worksheet for the group.

Directions for each station are displayed at each station.

At the change of stations, groups move to the next numerical station. Ace equals one. For example, Group 2, which started at Station # 2, would move to Station # 3. Group 6 moves to Station # 1. Stations are in a clockwise rotation to keep transitions smooth.

Learning Station # 1: Harlem Renaissance Video Station

Directions:

- The video is preset to the desired position.
- Watch the video segment.
- Take notes: names, dates, etc.
- Stop the video at these positions:

    - Group 1 – 11 min. 30 sec. (Harlem Ren. And Beyond)
    - Group 2 – 20min.
    - Group 3 – 30 min.
    - Group 4 – 14 min. (From These Roots)
    - Group 5 – 23 min.
    - Group 6 – end

- Be ready to discuss the impact the Harlem Renaissance has on your lives.

Learning Station # 2: Harlem Renaissance Internet Research Station

Directions:

- Group goes to <www.si.umich.edu/CHICO/Harlem/>
- Each group selects one category from the following list:
  - _____ Activism
  - _____ Arts
  - _____ Business
  - _____ Community
  - _____ Sports
  - _____ Writers

- Place an "X" in front of the category your group has selected.
- Choose a category that has not already been selected.
- Browse through the web pages in your category.
- Take notes.
- Write down 5 things that you learned from your Internet research.

Learning Station # 3: Harlem Renaissance Poetry Station

Directions:

- Browse through the books of Harlem Renaissance poetry.
- Select 5 poets and read a poem from each.
- Write the name of the poet and the name of the poem.
- Choose the poem you like best and write it down.
- Be ready to explain why you chose the poem as your favorite.

Learning Station # 4: Harlem Renaissance Music

Directions:

- Browse through the Harlem Renaissance musical CDs.
- Listen to a few songs (2-4 depending on length of song)
- Write the name of the musician and the name of the song.
- List five characteristics on the music (rhythm, pace, instruments, etc.).
- Be ready to share your responses.
- Pick your favorite song.
- Be ready to explain your selection.

Learning Station # 5: Harlem Renaissance Art Gallery

Directions:

- Take the Harlem Renaissance Art Gallery Tour.
- Examine each piece of artwork.
- Write 5 themes in the works.
- Be ready to share your responses.
- Choose 5 works you like.
- Write the names of the artists, the names of their works, and a brief description of the work. For example, one entry would look like this:
    - Palmer Hayden, The Janitor Who Paints, Oil on canvas
- Choose the piece of artwork you like best.
- Be ready to explain your selection.

Learning Station # 6: Harlem Renaissance Business Station

Directions:

- Read the introduction on the Wall Street Boys Association. (See Attachment)
- Read the directions on how to read stocks. (See Attachment)
- Each group member gets a Business Section from a separate day's newspaper (Mon-Fri).
- Select an African-American based company on the stock market from the following list:

Company	Symbol	Exchange
○ _____ Ault, Inc.	AULT	NASDAQ
○ _____ BAOA, Inc.	BAOA	NASDAQ
○ _____ BET Holdings	BTU	NYSE
○ _____ Caraco Pharmaceutical Lab	CARA	NASDAQ
○ _____ Granite Broadcasting	GBTVK	NASDAQ
○ _____ United American Health Care	UAH	NYSE

- Place an "X" in front of the company you selected.
- Do not choose a company that has already been selected.
- For each day, determine the stock's opening price, its closing price, and the net loss/gain for the day.

Blues Lesson Plan

Objectives:

- TSWBAT analyze three interpretations of Blues to see how others express themselves.
- TSWBAT create their own interpretation of Blues.
- TSWBAT write a poem about another student's "Blues" work

Materials:

Overhead, Focus Activity Overhead, Painting Overhead, Venn Diagram Handout, CD Player, Blues CD, Poem Handout, Blue and White Construction Paper, Tissue Paper, Crayons, Markers, Blue and White Tempera Paints, Blue Fabric, Ribbon, Feathers, Magazines and Catalogues, 12'x18' White Paper, Scissors, Tape, Glue, Paintbrushes, Blue Glitter, Color Pencils

Focus:

- Teacher writes "Blue" on the board and instructs students to brainstorm ideas of the word "Blue."

Procedures:

- Teacher shows Blues painting (Winold Reiss' *Interpretation of Harlem Jazz*), plays Blues song (Bessie Smith's "St. Louis Blues"), and reads Blues poem (Langston Hughes' "Weary Blues").
- Students interpret artists' works using three-circle Venn Diagram.
- Teacher instructs students to create their own interpretation of the "Blues" by using their brainstormed ideas and any materials available.
- Teacher creates his/her own interpretation of Blues along with students.
- When students are finished with their "Blues" creation, teacher numbers the works and displays the works on the walls.
- Teacher assigns each student a number.
- Students go to the work with their corresponding number to examine the work.
- Each students must write a short poem about the work.
- Teacher models and writes own poem about one of the works (time permitting). If not, teacher can read Lonnell E. Johnson's "All Blues."

Enrichment/Sponge Activities:

- Continue reading *Bronx Masquerade.*
- Continue working on Poetry Portfolio Project.

Closure:

- Student volunteers will share their created poems and explain them.
- Teacher reminds class to read to page 107 in *BM*.

Evaluation:

- Teacher records that students completed Blues creation.
- Teacher collects and reads students' poems on Blues works, checking for completion.

Troubleshooting:

Teacher must make sure he/she has enough materials to go around so students don't fight over materials.

Glossing/Poetry Stations Lesson

Objectives:

- TSWBAT interpret poetry by active reading.
- TSWBAT recognize and write different forms of poetry.

Materials:

Overhead, Glossing Poem Overheads, Glossing Poem Handout, Poetry Stations, Pencils/Pens

Focus:

- Teacher puts poem "Bronx Masquerade" (p. 32 *Bronx Masquerade*) on overhead and asks students to write their interpretations on paper.
- Teacher asks volunteer to explain and demonstrate how they came to their interpretations.

Procedures:

- Teacher models glossing of "Bronx Masquerade" (p. 32 *Bronx Masquerade*) for students.
- Students practice glossing with Gwendolyn Brooks' "kitchenette building."
- Teacher asks for volunteers to explain and demonstrate how they glossed the poem to get their interpretation.
- Teacher explains poetry station activity.
- Teacher divides class into groups using playing cards.
- Students form groups and poetry stations.
- Teacher distributes Poetry Stations Directions.
- Students complete Poetry Stations.

Enrichment/Sponge Activities:

- Continue reading *Bronx Masquerade*.
- Poetry Portfolio Project
- Up and Down Poems

Closure:

- Group Share: Each student reads one poem that he/she wrote during Poetry Stations.
- Exit Slips:
    - Students write which poem form they had the most success with and why.
    - Students write which poem form they had the least success with and why.
- Teacher reminds class to read to page 132 in *BM*.

Evaluation:

- Teacher collects students' glossing and marks a check-plus, check, or check-minus according to level of glossing.
- Teacher collects and marks Exit Slips with check-plus, check, or check-minus.

Troubleshooting:

"Bronx Masquerade" by Devon Hope

I woke up this morning
exhausted from hiding
the me of me
so I stand here confiding
there's more to Devon
than jump shot and rim.
I'm more than tall
and lengthy of limb.
I dare you to peep
behind these eyes,
discover the poet
in tough-guy disguise.
Don't call me Jump Shot.
My name is Surprise.

Poetry Station # 1 – Couplet

Couplet – two consecutive lines with end rhymes.

Examples:

They eat beans mostly, this old yellow pair.
Dinner is a casual affair.

"The Bean Eaters" by Gwendolyn Brooks

A Song is but a little thing,
And yet what joy it is to sing!

"The Poet and His Song" by Paul Laurence Dunbar

wool is sheared…silk is spun
weaving is hard…but words are fun

"a poem (for Langston Hughes)" by Nikki Giovanni

Directions:

- As a group, decide on which character from *Bronx Masquerade* your group will write about.
- Put an "X" in front of the character you choose.
  - _____ Devon Hope
  - _____ Lupe Algarin
  - _____ Leslie Lucas
  - _____ Janelle Battle
  - _____ Gloria Martinez
  - _____ Judianne Alexander
  - _____ Wesley Boone
  - _____ Chankara Troupe
  - _____ Raul Ramirez
  - _____ Tyronne Bittings
  - _____ Shelia Gamberoni
  - _____ Diondra Jordan
  - _____ Tanisha Scott
  - _____ Amy Moscowitz
  - _____ Raynard Patterson
  - _____ Sterling S. Hughes
  - _____ Steve Erikson
  - _____ Porscha Johnson
- Do not select a character that has already been picked.
- Each group member writes a couplet on the same character. Your couplet does not have to have the same rhyme as the first couplet.
- Put the couplets together to make one poem about the character.

Poetry Station # 2 – Haiku

Haiku – a Japanese poem of 3 lines. The first line has 5 syllables. The second line has 7 syllables. The third line has 5 syllables.

Example:

Winter so pretty

The snowflakes so soft and cold

A wonderful sight.

Directions:

- Each student writes one haiku about one of the photographs from the Harlem Renaissance at the station.

Poetry Station # 3 – Limerick

Limerick – a poem of 5 lines in which lines 1, 2, and 5 must rhyme and lines 3 and 4 must rhyme.

Example:

There once was an army battle,	A
With shells making a loud rattle.	A
Even though the soldiers were tiring,	B
The guns were still firing.	B
It sounded like a heard of stamping cattle.	A

Directions:

- Each student writes a limerick about one of the characters in *Bronx Masquerade*.

Poetry Station # 4 – Diamante

Diamante – Old English word meaning "diamond-shaped," uses adjectives, verbs ending in –ing, nouns, and nouns that are antonyms (opposites)

Example:

Moon
Distant, large
Moving, shining, changing
Rockets, men, water, mountains
Revolving, spinning, expanding
Beautiful planet
Earth.

Directions:

- Each student writes a diamante about two opposing ideas from *Bronx Masquerade*.
    - For example:
        - Black and white.
        - Basketball and books (Devon Hope).
        - Cancer and overdose (Leslie and Porsha's mothers).

Poetry Station # 6 – Birthday Poem

Directions:

- Students will log on to www.biography.com
- Each student will go to "This Date in History" and type in his/her birthday.
- Students will write down any interesting information that happened on their birthday and any interesting people who share birthdays.
- Students will write a poem containing this information
- Poems must contain at least 2 quatrains.

Quatrain – a poem of 4 lines. Any rhyme scheme is acceptable.

Example:

August 12th does not just belong to me.
I share it with Cecil B. DeMille
And a man who could throw the pill,
Christy Mathewson, who would always
Get strike three.

Also sharing are Sampras, the tennis star,
George Hamilton, the hansom hunk,
My mom with lots of spunk,
And Buck Owens, who sang at bars.

Poetry Station # 5 – Concrete Poem

Concrete Poem – a poem that uses the graphic, visual representation of the poem's subject or idea.

Examples: "Seal" by William Jay Smith

Directions:

- Each student writes one concrete poem on any object from *Bronx Masquerade* or the Harlem Renaissance.

Vocabulary Lesson

Objectives:

- TSWBAT expand their vocabulary by using Frayer Model.

Materials:

Post-It Notes with vocabulary words from Bronx Masquerade, Overhead, Frayer Model Overhead, Frayer Model Handout, Pencils/Pens, Markers, Color Pencils, Crayons, Tacks, Tape

Focus:

- Students each take one Post-It Note with vocabulary word from board.
- Teacher takes remaining Post-It Note and models Frayer Model on overhead.

Procedure:

- Students complete Frayer Model for their vocabulary words.
- Teacher circulates room making sure students have correct definitions for their words.
- Students display Frayer Models on board.

Enrichment/Sponge Activities:

- Students continue reading *Bronx Masquerade*.
- Students continue working on Poetry Portfolio Project.
- Battle of the Bands
- Up and Down Poems

Closure:

- Remind students that they will have a vocabulary quiz on those words in the near future.
- Remind students to read to page 151 in *BM*.

Evaluation:

- Teacher records students' completion of Frayer Model with a check-plus, check, or check-minus in the grade book (grade determined by rubric).

Troubleshooting:

Bronx Masquerade Vocabulary List

Allergic
Brutality
Buoy
Casing (noun)
Confiding
Defend
Discriminate
Dyslexia
Entwine
Imaginary
Invade
Masquerade
Pamper (verb)
Patchwork
Petite
Pillar
Rehearse
Renaissance
Solitude
Superimpose
Transfusion
Venture
Voluptuous

Figurative Language Lesson

Objectives:

- TSWBAT learn figurative language (simile, metaphor, personification, hyperbole, alliteration, onomatopoeia) through cooperative learning groups.
- TSWBAT recognize and interpret figurative language in poetry.

Materials:

Overhead, Chalk/Board, Pencils/Pens, Focus Activity Instructions, *Reading Literature* Text, Jigsaw Group Directions, Poetry Island Handout with Poems, 3x5 Cards, Ball

Focus:

- Teacher writes following sentences on board:
  - Jimi Hendrix "I stand up next to a mountain and chop it down with the edge of my hand."
  - Forrest Gump "Life is like a box of chocolates."
  - Socrates "Not life, but good life, is to be chiefly valued."
  - Jimi Hendrix "The wind cries Mary."
  - Mahatma Ghandi "Where there is love there is life."
- Teacher instructs students to decide if each statement is "Real" or "Not Real."
- Teacher hands each student a playing card.
- Teacher explains "Real" equals "literal" and "Not Real" equals "figurative."

Procedure:

- Teacher explains that students will learn figurative language in groups.
- Teacher explains Jigsaw Groups: home groups based on numeric values on playing cards and expert groups based on the suits of the playing cards.
- Students form home groups.
- Students now form expert groups. Each expert group learns one component of figurative language.
- Students rejoin their home groups and teach each other their figurative language component.
- Teacher conducts a ball-pass class review with entire class. Teacher starts by giving the ball to a volunteer who will answer a review question. For example, teacher asks, "What is a metaphor?" or "Give an example of a simile."
- After the student answers the question, he/she passes the ball to another student who answers the next question. Continue until each student has answered a question correctly.
- Teacher explains Poetry Island Activity.
- Class plays Poetry Island.

Enrichment/Sponge Activities:

- Poetry Portfolio Project
- Continue reading *Bronx Masquerade*
- Stone Cold Synonyms

Closure:

- Students write why they would use figurative language in their poems.
- Remind students to finish reading *BM*.

Evaluation:

- Teacher makes anecdotal records while observing group activity.
- Teacher collects Poetry Island handout and checks students' understanding of figurative language (checks to see if students underlined figurative language and label them properly).
- Teacher makes anecdotal records during ball-pass game.
- Teacher collects Exit Slips to check student comprehension of figurative language.

Troubleshooting:

Clear communication and directions are key in groupwork.

Poetry Island Handout

Directions:

- Select a partner.
- Decide between the two of you who will be the recorder and who will be the leader.
- Leader comes to the front and gets the poem handout and 5 3x5 cards.
- Read the poems.
- Highlight, underline, or circle all the figurative language that you can find in the following poems.
- Label the figurative language appropriately.
- Rank the 5 poems according to which ones you think best uses figurative language. One being the best, five being the worst.
- Hand in your rankings with your names on one 3x5 card.
- Each pair gets one vote to vote off one of the five poems.
- Each group's recorder comes to the front desk and writes on a 3x5 card the name of the poem they would like to vote off.
- Teacher counts votes and erases poem that was voted off.
- Continue until one poem remains.

"Brown Hands" by Lupe Algarin

You, macho soledad,
the secret I whisper in the night,
you fill your eyes with me
like a mirror
I see myself in.
Our twin hearts beat
like congas, the rhythm
churning our blood
to salsa.
Our brown hands entwine
beneath moonshine,
clasping all the love
we'll ever need—

Research a Poem Lesson

Objectives:

- TSWBAT research a poem using appropriate research methods.
- TSWBAT write an acrostic poem.

Materials:

Overhead, Acrostic Poem Overhead, "Negro Speaks of Rivers" Overhead, CD Player, Poem Reading on CD, Research Guidelines Handout, Chalk/Board, Pencils/Pens, Group Evaluation Handouts

Focus:

- Teacher puts Acrostic poem definition/example on overhead.
- Students write an acrostic poem using their names.

Procedures:

- Teacher distributes "Negro Speaks of Rivers" Handout
- Teacher asks students to note what the author needed to know to write the poem.
- Teacher plays reading of poem.
- Students write 5 things the author needed to know.
- Teacher asks students what author needed to know.
- Student volunteer writes answers on board.
- Teacher divides class into 5 groups of 4-5 students and assigns research topics and guidelines.
- Groups decide student jobs: leader, recorder, artist, researcher, and spokesperson.
- Teacher asks students how they would learn about their topics.
- Teacher leads students to the library.
- Students research their topic and complete the project.
- Teacher circulates room and answers questions.
- Groups read their acrostic poems.

Enrichment/Sponge Activities:

- Continue working on Poetry Portfolio Project.
- Sausage Link Poems

Closure:

- Teacher collects research projects.
- Teacher reminds class that one requirement for their Poetry Portfolio Project is to research one item in a selected poem, just as they did today.

Evaluation:

- Teacher collects and grades acrostic poems with student-completed group evaluations and rubric.

Troubleshooting:

Keeping the students on task in the library.

Research a Poem Guidelines

Group Research Project must include:

- An Acrostic Poem on the topic including (Who, What, Where, When, Why).
- Visual Representation (Map, Drawing, etc.)
- Completed Questionnaire

Research a Poem Group Questionnaire

Group Members/Role:

_____ _____

_____ _____

_____ _____

1. Group Topic: _____
2. Where did your group find information? (List Resources)

3. Brief Summary:

4. After rereading the poem after conducting your research, how does the new information change your understanding and/or appreciation of the poem?

Research a Poem Project Rubric

	Outstanding	Satisfactory	In Progress
Contains ALL Required Components (Acrostic Poem, Visual, and Completed Questionnaire)			
Used Appropriate Resources			
Group Cooperated and Stayed On Task			

"We Wear the Mask"/Venn Diagram Lesson

Objectives:

- TSWBAT compare and contrast their lives with characters in *Bronx Masquerade* and the poem "We Wear the Mask."

Materials:

Overhead, "We Wear the Mask" Overhead, Venn Diagram Overhead, Pencils/Pens, Unknown Character Directions, Info for Bronx Masquerade Characters

Focus:

- Unknown Character

Procedure:

- Teacher puts "We Wear the Mask" on overhead.
- Teacher read poem to class.
- Teacher leads class in glossing poem.
- Students create Venn Diagram comparing and contrasting the poem with a *Bronx Masquerade* character of their choice.
- Teacher models Venn Diagram for class.

Enrichment/Sponge Activities:

- Poetry Portfolio Project
- Battle of the Bands
- Stone Cold Synonyms
- Up and Down Poems

Closure:

- Journal Entry: Students compare and contrast themselves with the character they chose for the Venn Diagram exercise.

Evaluation:

- Teacher grades Venn Diagram based on rubric.
- Teacher grades journal entry based on rubric.
- Teacher awards bonus points for Unknown Character.

Troubleshooting:

Unknown Character

Directions:

- Teacher selects one character from *Bronx Masquerade* that will be the Unknown Character.
- Each student has the opportunity to ask one "Yes or No" question.
- Teacher answers questions with "Yes" or "No" according to the facts in the story.
- Students must guess which character is the Unknown Character.
- Students get only one guess and must hand in their guess on a 3x5 card.
- After all guesses are handed in or all students have asked a question, the teacher collects all guesses and reveals the Unknown Character.
- Bonus points will be awarded as follows:
    - Correct answer within questions 1-5 = 3 points
    - Correct answer within questions 6-10 = 2 points
    - Correct answer within questions 11-15 10 = 1 point
    - Correct answer after question 15 = ½ point

Wesley "Bad Boy" Boone Poems: "Long Live Langston" "News at Five"	Hates homework Best friend is Tyronne Likes Harlem Ren. Poetry Likes to rap
Chankara Troupe Poems: "Bruised Love"	Boyfriend Johnny beats her Her sister's boyfriend beats her sister Hates to miss English class
Raul Ramirez Poems: "Zorro"	Likes to paint w/ water colors Wants to be next Diego Rivera
Tyronne Bittings Poems: "Attendance" "News at Five"	Likes Tanisha Dad beat mom b/c of his drinking Mom got divorce Dad cleaned up + spent time with him
Shelia Gamberoni Poems "What's in a Name?" "Private Puzzle"	White girl; wants to fit in Blonde hair, pale skin Changes her name to Natalina (African)
Diondra Jordan Poems: "If" "High Dive" "Self-Portrait: A Poem for My Father"	Draw charcoal artwork in secret 6 feet tall Dad wanted a boy to play basketball Stereotyped as a bb player Dad doesn't like her artwork
Devon "Jump Shot" Hope Poems: "Bronx Masquerade" "Black Box"	Likes school Guys tease him Stereotyped "dumb jock"
Lupe Algarin Poems: "Brown Hands" "Imagine" "El Noche"	Rosa is her niece (sister Christina's baby) Wants to be a K teacher or pediatrician Papi left when she was 5 Loves Marcos Says Gloria is lucky to have a baby

Bronx Masquerade Character Chart

Leslie Lucas Poems: "Common Ground"	White girl Mom dies, lives with grandma Found out Porscha's mom OD
Janella Battle Poems: "Inside" "Mirror, Mirror" "The Door"	Likes Devon; gives him a book in library Little plump; self-conscious of her weight Smart and funny
Gloria Martinez Poems: "Message to a Friend"	Has baby, Angel Single mother Very busy w/ baby; sleeps in class Jealous of Lupe bc Lupe has freedom
Judianne Alexander Poems: "Cocoon"	Likes Tyronne Blue-black skin, nice physique Step-dad teases her Makes her own clothes
Tanisha Scott Poems: "For the Record"	Tyronne calls her "caramel cutie" Light-skinned black, green eyes Nice hair, everyone is jealous Chopped hair off to get rid of attention Sees Diondra's artistic talent + pushed her
Amy Moscowitz Poems: "Ode to Stone"	Lives with dad, parents divorced Jealous of Mr. Ward's relationship w/ his Daughter
Raynard Patterson Poems: "Dyslexia"	Loves music Plays saxophone Has dyslexia
Sterling Samson Hughes Poems: "D-Train"	Guys call him "Preacher" Wants to be science teacher Plays guitar

Bronx Masquerade Character Chart

Steve Erikson Poems: "Doubtless" "News at Five"	White guy Wants to design Broadway sets Parents don't support his dreams Parents want to move; Steve doesn't Dad's dream of being a drummer failed
Porscha Johnson Poems: "A Letter to My Mother"	Ridiculed for her name (race car) Beat up a girl last year Mom beat her Mom OD

Venn Diagram Rubric

	Outstanding	**Satisfactory**	**In Progress**
5 Items for *BM* Character			
3 Items for Both			
5 Items for Poem			

"If We Must Die" / Vocabulary Quiz Lesson

Objectives:

- TSWBAT display their vocabulary knowledge through A-Z image activity.
- TSWBAT display their vocabulary knowledge through a charades quiz.

Materials:

3x5 Cards with Vocabulary Words, Overhead, "If We Must Die" Overhead," Post-It Notes with Letters, Venn Diagram Directions, Pencils/Pens

Focus:

- Teacher puts Post-It Notes, each with one letter of the alphabet, on the board.
- Students take a Post-It Note as they enter the room.
- Teacher puts " If We Must Die" on the overhead.
- Teacher reads poem to class.
- Students come up with as many words as they can that start with their letter that describe the poem, feeling, and images of the poem.
- Students share their words.

Procedure:

- Teacher distributes 3x5 cards with vocabulary words on each.
- Teacher explains the Vocabulary Charades Quiz.
- Students get time to prepare for their charade.
- Each student must act out their vocabulary word without talking or using verbal speech.
- Teacher models a vocabulary word charade for the class.
- The rest of the class writes the appropriate vocabulary word and its definition.

Enrichment/Sponge Activities:

- Poetry Portfolio Project
- Unknown Character
- Battle of the Bands
- Stone Cold Synonyms

Closure:

- Teacher reminds students that the focus activity they did is one option they have for their Poetry Portfolio Project.

Evaluation:

- Teacher makes anecdotal records during focus activity.
- Teacher grades vocabulary quiz.

Troubleshooting:

Teacher may have to assist students to come up with charades for some of the tougher words.

Open Mike Lesson

Objectives:

- TSWBAT gain confidence in their self-expression by reciting original poems that they wrote during the unit.

Materials:

Student Poetry Portfolios, Anticipation Guides from first day of unit, Pencils/Pens

Focus:

- Teacher reads one of his/her original poems.

Procedure:

- Students volunteer to read their poems. Students must recite at least one original poem, but may recite up to five original poems.
- After each student has gone, teacher distributes Anticipation Guides from first lesson of this unit.
- Students complete the "After" portion of the Anticipation Guide and compare the results.

Enrichment/Sponge Activities:

- Battle of the Bands

Closure:

- Teacher leads class discussion on students' increased appreciation of poetry during unit.

Evaluation:

- Teacher collects completed Anticipation Guides and grades with a check-plus, check, or check-minus based on completion.

Troubleshooting:

When students don't volunteer, teacher draws names from the Popsicle sticks.

Enrichment/Sponge Activities

Battle of the Bands

Instructions:

- Teacher selects two songs, each by a different performer.
- Teacher writes names of performers and title of songs on board.
- Teacher plays songs back-to-back.
- Students vote by a show of hands to determine which song wins and moves to the next round.
- For future rounds, each winner must be paired with a different performer. For example, two Bessie Smith songs cannot make up a round of Battle of the Bands.

Song List

Louis Armstrong	"Blueberry Hill" "Hello, Dolly" "Mack the Knife" "What a Wonderful World" "When the Saints Go Marching In"
Ida Cox	"Blues Ain't Nothin Else But"
Duke Ellington	"Bandanna Babies" "Diga Diga Do" "I Can't Give You Anything But Love"
Billie Holiday	"Me, Myself, and I" "Swing Brother Swing" "Them There Eyes"
Ma Rainey	"Chain Gang Blues"
Paul Robeson	"Deep River"
Bessie Smith	"I Ain't Got Nobody" "St. Louis Blues" "Weeping Willow Blues"
Trixie Smith	"Railroad Blues"

"Hurricane" Glossing Activity

Directions:

- Teacher asks students if they saw the movie *Hurricane* with Denzel Washington.
- Teacher asks students who have seen movie to summarize it.
- Teacher divides class into 11 pairs (groups of 3 if necessary).
- Teacher distributes "Hurricane" lyrics.
- Teacher assigns each pair or group of three a stanza.
- Teacher plays CD of Bob Dylan's "Hurricane" about boxer Rubin Carter.
- Pairs/groups gloss their stanza and share with class.
- Students can write an updated lyrical poem about Rubin Carter for their Poetry Portfolio Project.

"Stone Cold" Steve Austin Synonym Game

Directions:

- Teacher explains "Stone Cold" Steve Austin's (WWF) habit of saying synonyms in his interviews after the audience chants "what."
- Students will pick a *Bronx Masquerade* vocabulary word on a 3x5 card.
- The student will say the word.
- Class chants "What!"
- Student says a synonym of the word.
- Class chants "What!"
- Students says another synonym of the word.
- Continue until the student can longer think of any synonyms.
- Teacher will model one before the students take their turns.

Sausage Link Poem

Directions:

- Teacher explains what a Sausage Link poem is.
- Teacher gives students an example.
- Teacher starts a class Sausage Link poem by writing one word on the paper.
    - "My" is a good word to start with.
- Students circulate poem around room and add one word that starts with the last letter of the previous word.
- Poem should make sense (as much as possible).
- When each student has written a word, teacher reads Sausage Link poem to class.

Unknown Character

Directions:

- Teacher selects one character from *Bronx Masquerade* that will be the Unknown Character.
- Each student has the opportunity to ask one "Yes or No" question.
- Teacher answers questions with "Yes" or "No" according to the facts in the story.
- Students must guess which character is the Unknown Character.
- Students get only one guess and must hand in their guess on a 3x5 card.
- After all guesses are handed in or all students have asked a question, the teacher collects all guesses and reveals the Unknown Character.
- Bonus points will be awarded as follows:
    - Correct answer within questions 1-5 = 3 points
    - Correct answer within questions 6-10 = 2 points
    - Correct answer within questions 11-15 10 = 1 point
    - Correct answer after question 15 = ½ point

Up and Down Poems

Directions:

- Teacher explains Up and Down poems (see attachment).
- Teacher writes example on board.
- Students write his or her own Up and Down Poem on a concept from *Bronx Masquerade* or Harlem Renaissance or on a vocabulary word.

Inclusion Modifications

This unit lends itself well to inclusion modifications. First, the young adult novel *Bronx Masquerade* can be replaced with *Jazmin's Notebook* (Grimes 1998), a shorter novel that addresses the same issues of self-expression and empowerment through poetry. Sharon Creech's novel, *Love that Dog* (2000), can also be used for low-level readers. For advanced readers, *Dave at Night* (Levine 1999) may be substituted.

Many of the activities include cooperative learning groups that can easily be modified to pair stronger students with weaker students for peer tutoring. Because many of the activities are cooperative learning tasks and individual tasks, the teacher can spend more time assisting those who need the most help.

Individual tasks can be modified also. For the Frayer Model vocabulary activity, the teacher can give the weaker students the easier words. This can be done is a non-threatening manner to avoid embarrassing the students. For the Poetry Portfolio Project, the teacher can reduce the number of poems the included students need to submit. Also, included students can write poetry using easier forms (see Autobiographical Poem, Ransom Note Poetry, and Sausage Link Poetry in appendix). The author project can be modified to the Author Bookmark activity (see appendix). Overall, this unit can be easily modified to accommodate special needs students.

Description of Learning Experience

This unit provides a diverse learning experience because it relies on many different Multiple Intelligences and learning styles. Students are empowered with numerous choices throughout this unit. Evaluation and grading are done in non-threatening ways to encourage risk-taking. For example, the vocabulary quiz done with charades is not the traditional matching vocabulary quiz. However, the students must still know the definitions to get the correct answer. The Poetry Portfolio Project is the major exhibition of student achievement and mastery. Again, students have many choices in completing the project. The Poetry Portfolio Project is designed so that the students have completed most of the activities during the unit in guided practice. Mastery in the other activities not covered during class will separate the A's from the B's.

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